

Appendix K. Strengths, Weaknesses, Opportunity And Threats (SWOT) Analysis

The SWOT analysis was conducted by members of the four subcommittees (faith communities, media, K-12 schools and colleges and universities) of the Oklahoma Sexual Violence Prevention Planning Committee. Members responded to questions regarding the Oklahoma Strategic Plan to End Sexual Violence. A synthesis of member's responses is included in the table below.

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|--------------------------|--|---|--|---|
| Faith Communities | <p>Churches have a natural function to provide specific outreach to their congregation and community.</p> <p>Most churches have a dedicated Youth Minister that can often become aware or SV before parents or friends.</p> <p>Increasing awareness of sexual assault in faith institutions</p> <p>Faith involvement in other institutions including media and education</p> | <p>Low level of awareness of sexual violence issues</p> <p>Low level of preparedness to address sexual violence or domestic violence crises</p> <p>Association of sexual violence with sex, rather than violence.</p> | <p>Framing the issue to church leaders that an informed leader can "shepherd" their flock more successfully</p> <p>Offering materials and training to church leaders- possibly some kind of certification</p> <p>Church groups (youth, women etc.) often already exist.</p> <p>Using faith cultural materials (music, books) to actively promote prevention ideals</p> | <p>Not a uniform institution- what works in one place will not work everywhere</p> <p>The fear of "changing roles" for males and females with each faith's understanding of scriptural roles in a changing society</p> <p>Often slow to change</p> <p>Institutional silence</p> |

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|---------------------|---|---|---|---|
| <p>Media</p> | <p>Reaches many people at once</p> <p>Can be persuasive</p> | <p>Due to their power to persuade the public, the spin media puts on a particular story could have a negative (i.e., counter-productive) impact.</p> <p>limited time or space media organizations have to devote to any particular story/event/problem</p> <p>Media outlets choose what to pursue based on their own criteria</p> <p>Can be expensive</p> | <p>“new” media including blogs and social networking sites</p> <p>PSA's and other media campaigns are very effective</p> <p>Blogs, You-Tube seem to be media options that reach youth when there isn't any money available.</p> | <p>Stereotypes about sexual violence (like the prevalence of stranger rape) often spread further by media institutions</p> <p>Lack of education and a true understanding of the issues can have a detrimental impact on the way a story is reported, and thus a negative influence on public perception</p> |

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|----------------------------------|---|---|---|--|
| <p>Pre-K – 12 schools</p> | <p>Schools serve our target population</p> <p>Schools primary function is to teach new skills</p> <p>Existing prevention activities (sexual harassment, bullying, drugs etc.)</p> | <p>Lack of support regarding the benefit of leveraging existing federal, state and certification codes for purpose of SV prevention.</p> <p>The general lack of awareness on the part of parents and the community as a whole</p> | <p>Existing federal civil rights codes (Title IX)</p> <p>Existing state school bullying law and safe and drug free schools federal standards (Title IV)</p> <p>Existing academic certification codes for ensuring school climate conducive to learning</p> <p>Rhode Island Model of Dating Violence Prevention in Schools</p> <p>Arizona and Minnesota models funded through health departments</p> | <p>Community readiness</p> <p>Reluctance of some school decision makers to address issues of sexual violence;</p> <p>The perception of school administration and/or parents that because we use the words “sexual violence” it may be assumed that we will be addressing sexuality rather than violent crime.</p> <p>Pressure on school districts and teachers to achieve "No Child Left Behind" academic benchmarks, no extra school hours available for SV topic</p> <p>Teachers not prepared to address SV topic; SV not included in teacher preparation courses.</p> |

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|---|---|--|---|---|
| <p>Colleges and Universities</p> | <p>The infrastructure is designed to adapt and facilitate new programming.</p> <p>University personnel are keenly aware of the potential of sexual violence on campus.</p> <p>Universities/Colleges are businesses and have a vested interest in being perceived as safe and protective.</p> <p>Desire of students to get involved in activism and awareness activities on campus and their willingness to volunteer their time to the cause.</p> <p>Places of research and desire for knowledge – best case practice is sought in developing program and response.</p> <p>Ability for collaborative relationships to exist across campus – women’s center, Greek life, athletics, health promotion all working together.</p> | <p>Identifying the administrative/faculty/staff person(s) on campus that can authorize SVP activities.</p> <p>Fear of a community perception that sexual assault is a problem on the campus.</p> <p>On a large campus, there are so many activities for students to participate in that they may not choose to participate in prevention programs.</p> <p>Fear on the part of student gatekeepers – like RA’s and Greek life not wanting to “upset” their groups. This is an uncomfortable topic. So even if administration is on-board, students may be less so.</p> <p>Resources as in \$.</p> <p>Their possible reluctance to acknowledge sexual violence occurs on their campuses.</p> | <p>A variety of media messages, formats, and deliveries are possible within the collegiate environment.</p> <p>Potential partnerships with coaches, faculty, student government, advocates, and the business community to promote new awareness and positive behavior change.</p> <p>A desire to be cutting edge.</p> <p>Safer campuses translate to reduced liability/risk management issues</p> | <p>Fear</p> <p>"Unfunded mandate" issues</p> <p>No central coordinating body – academics is very separate from programming/activities side of things. Then athletics is a separate entity unto itself.</p> <p>Lack of knowledge about the issue across the board.</p> |